



## 2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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### Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

### Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

### Applicant Information

Name **Education Service Center Region 12** CDN or Vendor ID **161950** ESC # **12** Campus # **NA** DUNS # **075119917**

Address **Box 23409** City **Waco** ZIP **76702** Phone **254-297-1154**

Primary Contact **Stephanie Kucera** Email **skucera@esc12.net**

Secondary Contact **Deena Cornblum** Email **dcornblum@esc12.net**

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dr. Jerry Maze** Signature  Date **03/08/2018**

Grant Writer Name **Stephanie Kucera** Signature  Date **03/08/2018**

- ☒ Grant writer is an employee of the applicant organization.
- ☐ Grant writer is not an employee of the applicant organization.

701-18-105-009

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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**Shared Services Arrangements**

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.  
☐ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Lack of systems to support both campus leaders and teaching staff with SSA members noting turnover rate of 16.4, 22.9 and 29.2% (state rate 16.4%).	We know that research shows teachers do not leave schools, they leave people (ex: supervisors). By developing a strong cadre of campus and district level leaders, there will be a focus on high quality instructional leadership across the district, campus to campus, and in individual classrooms.
Informal hiring practices are in place making it difficult to attract or recruit high quality staff (reflected in both teacher and administrator positions).	Explore options for recruiting and hiring practices, seeking out those who mirror the student population. Budgeting for additional job fairs to seek out staff from other parts of the state to encourage them to be a part of rural schools. A partnership ESC 12 will be entered into utilizing PeopleAdmin Recruit and Hire.
Mentoring protocols are informal and do not address student outcomes or instructional support systems.	A comprehensive mentoring model will be developed with staff from ESC 12. The mentoring support network will be designed to provide research-based best practices for mentoring support through both face-to-face and virtual learning opportunities.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

PPCP candidates will learn to employ effective leadership practices designed to improve student performance, engage in a systematic vision of leadership that provides the ability to envision and cultivate a community and school-wide approach to school improvement and student success by engaging in authentic learning designed around researched best-practice and scenario rich experiences. Candidates will meet the expectations outline in the quarterly benchmarks in such a way that at the completion of the practicum, they will have demonstrated effective leadership practices as outlined in the principal standards and eleven competencies of the testing framework.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

1. Candidate will be given a scenario related to culture and leadership. Candidate must develop initial steps to address issue.  
 --Candidate will draft implementation plan  
 --Coaching, feedback, and debrief will be provided
2. Candidate will submit a historical narrative summary of campus of strengths and opportunities.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

1. Candidate will take practice test. Practice test will be analyzed for strengths and opportunities. Feedback and study plan is provided. Candidate must make a score of 80% to be allowed to take test.
2. Candidate will submit practicum hours across each competency.
3. Mentor will provide a formative mid-year evaluation related to leadership activities, leadership behaviors, and characteristics.
4. Instructor(s) will accompany candidate on a classroom observation. Candidate will plan, deliver, and video a post conversation of the observation. Candidate will submit the video. Instructor(s) will provide virtual feedback and coaching to the candidate. The conversation protocol will note an area of reinforcement and refinement.

**Third-Quarter Benchmark:**

1. Candidate will submit practicum hours across each competency.
2. Mentor will provide a summative evaluation related to leadership activities, leadership behaviors, and characteristics.
3. Candidate will be given a scenario related to student performance that requires the analysis of multiple forms of data (test scores, surveys, perception data, etc.) to develop a plan of action.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Two key components of the project evaluation are the practice tests and feedback from the principal mentors. Students are expected to score 80% on the practice tests, as noted in the second quarter benchmark above. ESC Region 12 Principal Preparation and Certification instructors provide a personalized approach to helping candidates perform better on the practice tests by making the competencies in the practicum more closely aligned to the area identified as causing struggles in the competencies. This personalized attention will help candidates focus their internship activities in the area that is most difficult for them. In addition, if benchmark test results show at least 20% of the students are struggling with a competency, additional re-teach or support will be provided for the whole cohort. This may be in the form of additional assignments or more time coaching face-to-face on campus or via virtual coaching means. ESC 12 instructors also serve as the field supervisors and will spend time on campus observing classrooms with the candidate and their mentor. This will provide an opportunity to calibrate around the domains and corresponding competencies. As candidates engage in scenario based work, they will also be pulling together more data for analysis purposes. This will provide a more realistic experience that will better prepare them for the challenges of the principalship. At the midpoint in the year, the principal mentor will complete a formative evaluation using a rubric that requires a performance rating of meets standards, needs improvement, or unsatisfactory. The leadership indicators on the rubric are as follows: vision, enthusiasm, initiative, empowerment, good judgment, strong sense of self, influence, and integrity. Any indicator that does not receive a score of "meets standard" will result in the candidate receiving additional on-site coaching support or virtual coaching to ensure feedback is beneficial. Member districts participating in the SSA will engage in a collaborative approach with ESC Region 12 PPCP instructors to strengthen the level of support being provided for both principal supervisors and campus leaders, as these individuals are serving as mentors for candidates.

**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Practicum information and mentor agreement attached.

# 2018–2019 Principal Preparation Grant Application Listing

Please click on the name of the applicant listed below to open a scanned copy of their submitted application.

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Crowley Independent School District

Calallen Independent School District

Chapel Hill Independent School District

Clint Independent School District

Cypress-Fairbanks Independent School District

Del Valle Independent School District

Freer Independent School District

Grand Prairie Independent School District

Jean Massieu Academy

Kirbyville Consolidated Independent School District

Lamesa Independent School District

North East Independent School District

Northside Independent School District

O'Donnell Independent School District

Region 11 Education Service Center

Region 12 Education Service Center

Total number of principal residents to be served (maximum 10 per LEA) 9

CDN or Vendor ID 161950

**Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Instruction/tuition	54,900
2. Field supervision on-site visits	4,050
3. Virtual coaching from ESC field supervisors	4,050
4. Impact Coaching training	1,080
5. Mentor stipend	9,000
6. Substitutes to allow teachers release time from regular classroom duties	9,000
7. Travel for residents to attend face-to-face classes	10,000
8. Textbooks for coursework	5,400
9. Personal professional library reading materials	6,470
10. Test administration	5,400
11. Miscellaneous materials and supplies	1,800
12. Indirect	5,850
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Total grant award requested 117,000

**Attachment A**  
**Shared Services Arrangement**

## Shared Services Arrangement Attachment

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## **2018-19 Principal Preparation Grant Program**

### **ATTACHMENTS**

- A - Shared Services Arrangement
- B – Practicum and Mentor Agreement
- C - EPP Scope and Sequence/Textbook List
- D - EPP Instructional Coaching Protocols
- E- EPP Course Syllabus
- F- EPP Evaluation Process and Metrics





**Attachment B**  
**Practicum and Mentor Agreement**

## Principal Preparation Program Administrative Practicum Log

<b>Competency 001:</b> The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Meet with community organizers, organize student participation in community events, or solicit business or community partnerships that supports the campus vision.</b>				
	<b>**Attend a District SBDM meeting.</b>				
	<b>**Plan and lead an activity for a campus SBDM meeting.</b>				
	<b>**Help plan, communicate and lead an after school activity that includes parents, students, staff and community members.</b>				
	<b>**Conduct a staff meeting to review the campus vision and established beliefs. Have staff reflect on alignment between vision and actions.</b>				
	<b>**Review campus vision and check campus plan for alignment.</b>				
	Conduct a training for volunteers.				
	Participate in or facilitate the process of writing/modifying and sharing the school improvement plan.				

**\*\*Denotes Required Activity**

Total Hours on This Page \_\_\_\_\_  
Count hours in 15 min. increments.  
EX: 1.25, 1.50, 1.75. 2.0

## Principal Preparation Program Administrative Practicum Log

**Competency 001:** The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature
	Plan a school celebration, activity, or ceremony involving the parents and/or community organizations that will communicate progress toward the realization of the school's vision.				
	Create a brochure/information packet for parents for the opening of school.				
	Create a process for recognizing faculty and staff.				
	Create opportunities for staff to learn about and experience the community surrounding the school.				

\*\*Denotes Required Activity

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.</b>					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of Time</b>	<b>Mentor Signature</b>
	<b>**Develop a written memo or send an email to all staff communicating an agenda for an upcoming staff meeting and then help lead the staff meeting.</b>				
	<b>**Participate in a parent meeting to review graduation requirements, degree plans, student placement/retention, and/or RtI.</b>				
	<b>**Create a survey that solicits input from stakeholders (staff, students, parents) about the implementation of a new initiative or campus improvement needs. Analyze the results and develop a plan of action.</b>				
	<b>**Help develop and administer a parent feedback survey or a campus climate survey. Analyze the results and develop improvement plan.</b>				
	<b>**Participate in the coordination of Open House, Meet the Teacher Night, or another parent/community function.</b>				
	<b>Monitor your school webpage or social media page for effectiveness. (4 hours maximum)</b>				
	<b>Write a parent newsletter article or letter that goes to every parent.</b>				

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 002:</b> The beginning principal knows how to work with stakeholders as key partners to support student learning.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of Time</b>	<b>Mentor Signature</b>
	Participate in a principal's meeting with parents and/or staff.				
	Assist with school-community programs and projects.				
	Assist in conducting a needs assessment.				
	Plan activities to increase parent involvement.				
	Meet with a community agency concerning available services and funds.				
	Work with the GT parent group or other unique parent group.				
	Work with an outside agency that is associated with your campus.				

\*\*Denotes Required Activity

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.</b>					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Structure professional learning around compelling student data.</b>				
	<b>**Participate in a vertical team meeting for one of the core subject areas (ELAR, Math, Science, or Social Studies) in which you are not currently teaching or involved.</b>				
	<b>**Review lesson plan requirements with a campus administrator.</b>				
	<b>**Review local policy and state requirement for the Gifted and Talented program. Check for alignment between state, district, and campus. Discuss the Campus Gifted and Talented program with an administrator.</b>				

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 004:</b> The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.					
Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature
	<b>**Coordinate and/or present staff development session(s) based on need identified by campus principal.</b>				
	<b>**Conduct a walk-through of a core subject course and plan a post conference. Discuss with mentor.</b>				
	<b>**Conduct a walk-through of a non-core subject course and plan a post conference. Discuss with mentor.</b>				
	<b>**Develop a staff or grade level professional development to support staff ability to analyze data and use those data to identify and prioritize student needs, guide student grouping, and design corrective instruction strategies.</b>				
	From walk-throughs that you have done, analyze the use of enrichment activities provided to students above grade level. Identify strengths and opportunities and discuss implications with mentor.				

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**EX: 1.25, 1.50, 1.75, 2.0**

## Principal Preparation Program Administrative Practicum Log

<b>Competency 005:</b> The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Coordinate and/or present staff development session(s) based on campus needs.</b>				
	<b>**Conduct a pre-conference with a teacher, observe that teacher, and conduct a post-conference with the teacher.</b>				
	<b>**Facilitate a campus committee meeting that addresses an issue, concern, program, or initiative.</b>				
	<b>**Work with staff to analyze test results (i.e. STAAR, EOC, SAT, ACT, TPRI, etc.) and lead a reflective conversation to get teachers to the point of analyzing their practices in order to determine instructional strategies that need refinement and those that need to continue in practice.</b>				
	<b>**Ask a teacher to conduct a T-TESS self-evaluation. Plan and have a reflective conversation with the teacher where he/she discusses their strengths and areas of need.</b>				
	Conduct a T-TESS self-evaluation of yourself. Define your strengths and opportunities for improvement. Discuss with mentor.				
	Suggest strategies to assist teachers with a problem area.				

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log

**Competency 005:** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature

\*\*Denotes Required Activity

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 006:</b> The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Participate in the personnel selection process (screening, conducting interviews, and checking references).</b>				
	<b>**Review resumes to select interview candidates.</b>				
	<b>**Participate in interviews for a teaching position.</b>				
	<b>**Assist in planning for the upcoming year by reviewing needs as compared to teaching assignments to gain insight concerning considerations taken when making campus assignment decisions. To be done with campus administrator.</b>				
	<b>**Plan a way to celebrate staff and students who persist in the face of challenges and adversity. Discuss with mentor and lead the implementation if possible.</b>				
	Co-present orientation for new staff members.				
	Help develop a mentor program for your campus.				
	Conduct a study of personnel turnover for the past five years.				
	Identify strategies used on your campus to grow, support and retain existing teachers. Is this plan effective? Discuss with your mentor.				

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log



## Principal Preparation Program Administrative Practicum Log

<b>Competency 007:</b> The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Review the campus website. Are all communications up-to-date? Is the campus report card current? Are the teachers, their assignments, contact information and bio's current? Does the campus calendar reflect important information for parents? Are the bullying policy and reporting procedures present and easily found? Is the campus plan current and posted? Are the vision and beliefs posted? How does your campus market itself through the website? Record your findings and discuss with mentor.</b>				
	<b>**Develop an initial plan to communicate with teachers, key community leaders and families; the plan should include a communication calendar, key messages, audiences, communication media, a timeline for rollout, and staff responsibilities for executing the plan. Share with mentor for feedback.</b>				
	<b>**Establish systems to consistently review and revise the vision, mission, and values with a broad group of stakeholders. Share with your mentor for feedback.</b>				
	<b>**Identify two or three school wide practices to engage families based on an analysis of the community's need. Share with principal and discuss possible implementation.</b>				
	Review systems and processes to gather student input and build opportunities for student voice. Develop recommendations for improvement and discuss with principal.				
	Gather and evaluate data from families and community members about the quality of engagement and their desires and/or needs. Discuss with mentor.				

\*\*Denotes Required Activity

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 007:</b> The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.					
Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 008:</b> The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resilience, and change management.					
Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature
	<b>**Introduce a new technology to the staff that they could use in their classroom. Think about the supports staff will need and plan for that.</b>				
	<b>**Analyze data and lead a cross-curricular/content RtI meeting to discuss student needs and response to needs.</b>				
	<b>**Organize and lead a meeting with grade level or content area teachers and special education staff where the needs of students and strategies are discussed to coordinate services to improve student achievement.</b>				
	<b>**Review collaboration around RtI. Evaluate collaborative efforts and look for opportunities to increase collaborative planning across departments and interventionist (if applicable). Discuss opportunities with mentor.</b>				
	<b>**Conduct a campus visit or call to a campus similar to your campus that implemented an initiative that your campus is currently thinking of implementing or is in the process of implementing. What considerations did they take concerning change management? What support was necessary? What is something that they did not anticipate happening that, had they known, they could have planned for. Use this information to share with our campus principal to inform your change process.</b>				
	Demonstrate use of technology to teachers or staff.				

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 008:</b> The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resilience, and change management.					
Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature

**\*\*Denotes Required Activity**

**Total Hours on This Page** \_\_\_\_\_  
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## Principal Preparation Program Administrative Practicum Log

<b>Competency 009:</b> The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Observe campus environment, practices, and culture. Identify where the vision and campus beliefs are posted throughout the school and how they are kept at the forefront of the work conducted daily on campus. Consider possible improvements and talk with the campus principal about your findings.</b>				
	<b>**Lead a grade level or content area meeting to review campus vision, goals and beliefs. Develop a protocol to carry out the development of team goals and beliefs that support the campus vision, goals, and beliefs.</b>				
	<b>**Provide evidence from data and/or student work connected to an established goal and share findings with staff and solicit feedback concerning progress and needs during a faculty meeting or grade level/content area meeting.</b>				
	<b>**Analyze schools in your comparable group. Benchmark success against other high-performing schools (conduct visits or calls) to evaluate their actions. Use this as a basis for refining the vision, mission, and beliefs of your campus. Discuss findings with your mentor.</b>				

**\*\*Denotes Required Activity**

Total Hours on This Page \_\_\_\_\_  
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EX: 1.25, 1.50, 1.75, 2.0

## Principal Preparation Program Administrative Practicum Log

**Competency 009:** The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature

**\*\*Denotes Required Activity**

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## Principal Preparation Program Administrative Practicum Log

<b>Competency 010:</b> The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.					
<b>Date</b>	<b>Activity</b>	<b>Prin. Stand.</b>	<b>21 Resp.</b>	<b>Amount of time</b>	<b>Mentor Signature</b>
	<b>**Review the Campus/District budget with administration focusing on the formula for staffing and budget allocations, procedures for campus activity funds, and campus/district purchasing procedures.</b>				
	<b>** Participate in conducting the Campus Needs Assessment. Work with the campus principal and SBDM to identify needs and connect to the Campus Improvement Plan.</b>				
	<b>**Develop a schedule (i.e. testing, assembly, duty/supervision, shortened day, etc.)</b>				
	<b>**Review site disaster plans, administrative procedures, and the Emergency Management Plan, and in-service staff and/or parents on the disaster plan. Are others aware of the plans and how are the plans communicated? Identify recommendations and discuss with campus principal.</b>				
	<b>**Review the campus handbook. Analyze campus policy and local policy to determine compliance of staff to policies. Determine strengths and opportunities for improvement. Discuss with mentor.</b>				
	Conduct a safety audit on campus playground.				
	Complete an accident report for a student and/or employee.				
	Review administrative procedures for missing children.				
	Review the procedures for volunteers on campus.				
	Review first aid procedures.				

**\*\*Denotes Required Activity**

Total Hours on This Page \_\_\_\_\_  
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EX: 1.25, 1.50, 1.75, 2.0





## Principal Preparation Program Administrative Practicum Log

<b>Competency 011:</b> The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.					
Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature
	<b>**Review campus responsibilities involved with federal program laws and check for compliance of process and procedures.</b>				
	<b>**Attend and/or conduct a discipline conference with student.</b>				
	<b>**Attend an ARD. (Learn the special education referral process.)</b>				
	<b>**Participate in a 504 meeting.</b>				
	<b>**Review campus TAPR report and data. Analyze how staff make up represents and supports the cultural framework of the campus.</b>				
	<b>**Create a system and process to gather student input and build opportunities for student voice. Discuss with mentor.</b>				
	Participate in an attendance review committee meeting.				
	Participate in a student in need of assistance meeting.				
	Attend/Conduct a meeting required for expulsion or AEP placement.				
	Participate in the Gifted and Talented Selection Committee.				

**\*\*Denotes Required Activity**

Total Hours on This Page \_\_\_\_\_  
Count hours in 15 min. increments.  
EX: 1.25, 1.50, 1.75, 2.0

## Principal Preparation Program Administrative Practicum Log

**Competency 011:** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Date	Activity	Prin. Stand.	21 Resp.	Amount of time	Mentor Signature
	Participate in the delivery of the code of ethics for staff in relation to the testing process.				
	Work closely with testing supervisor to learn how to manage misadministration issues if they occur.				
	Attend an attendance committee meeting.				
	Review and analyze the campus Code of Ethics.				

**\*\*Denotes Required Activity**

Total Hours on This Page \_\_\_\_\_  
Count hours in 15 min. increments.  
EX: 1.25, 1.50, 1.75, 2.0

## 2018-2019 Mentor Agreement

Mentor Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Intern Name: \_\_\_\_\_ District: \_\_\_\_\_ Campus: \_\_\_\_\_

### Terms of Agreement

- Complete and submit Formative/Summative Evaluation form to the Principal Preparation and Certification Program (PPCP) office.
- Meet with intern and Region 12 supervisor during the school year during appointed times.
- Provide administrative opportunities for intern and provide coaching feedback.
- Assist intern throughout the school year with learning the role of an administrator and provide rich, authentic leadership experiences.
- Contact Deena Cornblum, [dcornblum@esc12.net](mailto:dcornblum@esc12.net), with any concerns during the school year.

I understand that I am responsible for the above activities.

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

Please return this Mentor Agreement to the PPCP office at the address below.

Education Service Center Region 12  
Principal Preparation and Certification  
PO Box 23409  
Waco, Texas 76702  
Phone: 254-297-1212  
Fax: 254-666-0823

## **Attachment C**

### **EPP Scope and Sequence, Textbook List**

## 2018-2019 Principal Preparation Program Scope and Sequence



Topic	Date/Time	Hours	Competency
Orientation/The Principalship Technology Assessment	8/30	4	
Mentor Orientation	9/6 (Face-to-face, Zoom, or Webinar)	1	
The Code Of Ethics as it applies to Leadership	Online	8	011
School Law	Online	18	010-011
Strategic Operations: Organizational Leadership/School Operations	Online	6	009-010
School and Community Leadership: Building Campus Culture/Leadership	9/15	6	001-002
Special Populations: ESL/Early Childhood/GT/CTE/ Graduation Plans	Online	6	011
Overview of the Collaborative Action Research	9/27	3	
Equity, Ethics, and Special Populations	10/06	6	003-004-011
Instructional Leadership: Managing the Learning Environment  Leading Teaching and Learning	10/20	6	003-004-005-005-010
State and Federal Accountability	Online	6	008-009
Instructional Leadership: Sustaining an Instructional Program for Staff Professional Growth (Backward Design)	11/3	6	003-004-005-007
Strategic Operations (Data Management)	11/17	6	009-010
Optional Practice Exam/Feedback	12/1		
Building Purposeful Community	12/6	4	001-002-007
Site Based Decision Making/ Budget & Finance  Resource Alignment, Allocation, and Management	1/5	6	009-010
Managing Change	1/17	4	008
School Board and Community Relations	Online	6	001-002
Special Education	2/9	6	004-005
Action Research Progress Monitor	2/21		

## 2018-2019 Principal Preparation Program Scope and Sequence



Check			
Title I, II, and Compensatory Education	Online	6	009-011
TEXES Benchmark	Online		
Strategic Operations: Preparing and Responding to Crisis- Suicide Prevention, Bullying, and Threats	3/23	6	010
Chapter 37 Discipline & PEIMS	4/4	4	010
Action Research Checkpoint	Zoom		
Instructional Leadership: Progress Monitoring-Informal and Formal Assessments	4/27		003-004
Instructional Leadership: Responding to Data and Planning Interventions and Acceleration	5/4	6	003-004
Personnel Management and Documentation	Online	6	005-006
Coaching/Feedback	Virtual	4	
AEL	6/10	8	
AEL	6/11	8	
AEL	6/12	8	
Impact Coaching	6/13	8	
Impact Coaching	6/14	8	
T-TESS	6/25	8	
T-TESS	6/26	8	
T-TESS	6/27	8	

**Total Hours: 222**

**Face-to-Face: 156 (70.2%)**

**Online: 62 (27.9%)**

**Virtual: 4 (1.7%)**

## Principal Preparation Programs 2018-2019 Book List

### Textbooks: (Available for Checkout)

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Walsh, J., Kemerer, F. & Maniotis, L.

ISBN: 9780292722934

May be purchased from [www.legaldigest.com](http://www.legaldigest.com)

2012 Supplement to The Educator's Guide to Texas School Law

Walsh, J., Kemerer, F. & Maniotis, L.

ISBN: 9780983308324

May be purchased from [www.legaldigest.com](http://www.legaldigest.com)

### Books for you to Purchase

Data, Data Everywhere

Bernhardt, V.

ISBN: 978-1-138-91217-5

Driven by Data: A Practical Guide to Improve Instruction

Bambrick-Santoyo, P. (2010)

ISBN: 978-0-470-54874-5

Get Better Faster: A 90-Day Plan for Coaching New Teachers

Bambrick-Santoyo, P. (2016)

ISBN: 9781119278719

Leverage Leadership: A Practical Guide to Building Exceptional School Leaders.

Bambrick-Santoyo, P. (2012)

ISBN: 978-1-118-13860-1

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

(You will need this book right away and will use throughout the program)

Glickman, Carl D., Gordon, Stephen P., Ross-Gordon, Jovita M.

ISBN-13: 978-0134449890

ISBN-10: 0134449894

School Culture Rewired (You will need this book right away)

Gruenert, S., and Whitaker, T. (2015)

ISBN: 978-1-4166-1990-1

High Impact Instruction

Knight, J. (2013)

ISBN: 978-1-4129-8177-4

## Principal Preparation Programs 2018-2019 Book List

Texas Family Law for School Administrators, Teachers, and Lawyers: Wading through Divorce and Custody Issues on Your Campus and in Your School District (June)

Lungwitz, K. & Lungwitz, J.

ISBN: 9780982560068

School Leadership that Works: From Research to Results

(You will need this book right away and will use throughout the program)

Marzano, R., Waters, T., McNulty, Brian A.

ISBN: 9780292760844

Books that will be referenced in class but not required for purchase. They are great book to add to your professional library.

The Art of Coaching: Effective Strategies for School Transformation

Aguilar, E. (2013)

ISBN: 978-1-118-20653-9

Breakthrough Principals: A Step-By-Step Guide to Building Stronger Schools

Desroviens, J., Aquino, J., & Fenton, B. (2016)

ISBN: 978-1-118-80117-8

The 12 Week Year: Get More Done in 12 Weeks than Others do in 12 Months

Moran, Brian, P. & Lennington, M. (2013)

ISBN: 978-1-118-50923-4

Understanding by Design

Wiggins, G. & McTighe, J. (2005)

ISBN: 978-1416600350

*\*\*From time to time, additional articles and websites will be referenced/used. Those are listed on the syllabus and within course documents.*



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**Attachment D**  
**EPP Instructional Coaching Protocols**

## PPCP Field Observation Coaching Cycle Protocols

Name:	
Pre-conference Questions	Date:
<ul style="list-style-type: none"> <li>• What activity will you be involved in and what should I expect to see?</li> <li>• What planning and considerations were involved in the preparation for this activity?</li> <li>• What principal standards does the activity connect to and how?</li> <li>• What Domain and Competencies of the testing framework does the activity connect to and how?</li> <li>• Do you have questions or is there anything additional, possibly background information, that you want me to know before my visit?</li> </ul>	
Post Conference	Date:
Area of Reinforcement:	
Evidence:	
Area of Refinement:	
Evidence:	
Additional Comments:	
Field Supervisor Signature:	Date:
PPCP Student Signature:	Date:
Mentor Signature:	Date:

PPCP Field Observation Coaching Cycle Protocols

Prepare	
See It	See the Success:  See the Model:  See the Gap:
Name It	Name the Action Step:  Punch It:
Do It	Plan before Practice:  Practice:  Follow Up:

## PPCP Field Observation Coaching Cycle Protocols

### The Reflective Conversation Protocol Reference

#### Coach the Assets

- What went well? I noticed that when you \_\_\_\_ students \_\_\_\_. Tell me more about this. What did you do to make this so successful?

#### Summarize Impressions and Recall Supporting Data/Mind the Gap

- What's your impression of ...? Given the planned outcomes, what is your reflection of the actual results?

#### Analyze Causal Factors and Cause/Effect Relationships/Mind the Gap

- What specifically do you recall that led to those results? What were the causal factors? Why?

#### Construct New Learnings

- What are your key takeaways? ...learnings? What do you see yourself doing different in the future? Why?

#### Commit to Application

- What do you commit to do as a result of your learning? How will you apply what you've learning in the future?

#### Reflect on the Coaching Process

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**Attachment E**  
**EPP Course Syllabus**

## **2018-2019 Principal Preparation Certification Program**

### **The Code of Ethics as It Applies to Leadership**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

This module was designed to ensure that the principal candidate understands the dignity of the profession, obeys laws, demonstrates personal integrity, and exemplify honesty and moral character.

**Format: Online**

#### **Competency 011**

**The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

### **Essential Learnings:**

By the end of this course, candidates will:

- understand the importance of ethical behavior for school leaders.
- identify key concepts in codes of ethics for school leaders.
- develop, clarify, and reflect on ethical practices as it relates to personal and professional behavior.
- cooperate with parents, staff, and other stakeholders to improve the school and community.
- apply principles of ethics to make sound leadership decisions
- analyze and evaluate scenarios and respond appropriately.

### **Preparation Resources:**

Educators' Code of Ethics- Texas Education Agency

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Jim Walsh, Frank Kemerer, Laurie Maniotis

ISBN: 9780292722934

## **2018-2019 Principal Preparation Certification Program**

### **School Law**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

#### **Office Hours:**

By appointment, phone, or email

### **Course Description**

This module is designed to provide a background of TX school law. The primary text for this entire module is *The Educator's Guide to Texas School Law by Walsh, Kemerer, and Maniotis. (Eighth Edition)*. In the case of a supplemental text being used, the text will be referenced on the specific content page.

With each specific topic, you will have a short assignment or otherwise be tasked to interview and/or investigate your campus practices.

Because of the nature of this comprehensive module, each principal standard will be addressed. Our state law provides the foundation and responsibilities for all that we do. Our charge is to not only be lawful, but to do so in such a way that we move from a stance of compliance to one of best practice

#### **Format: Online**

#### **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment



B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements) Texas Education Agency, September 2017 8

### **Essential Learnings:**

By the end of this course, candidates will:

- summarize rulings and findings from court cases and determine the impact due process has on leadership decisions.
- analyze local, state, federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
- lead a campus needs assessment to determine how to best appropriate the campus budget within state law and district policies to promote sound financial management.
- apply principles of law to make rational leadership decisions.
- analyze and evaluate legal dilemmas and respond appropriately.

**Preparation Resources:**

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Jim Walsh, Frank Kemerer, Laurie Maniotis

ISBN: 9780292722934

May be purchased from [www.legaldigest.com](http://www.legaldigest.com)

## **2018-2019 Principal Preparation Certification Program**

### **School and Community Leadership: Building Campus Culture/Leadership**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

#### **Office Hours:**

By appointment, phone, or email

#### **Course Description**

This class is designed to help principal candidates better understand the general concept of school culture, learn the strengths and weakness of a specific school culture, and shape a new culture. Candidates will become familiar with what culture is and is not, while utilizing leverage points to address roadblocks.

#### **Format: Face-to-Face**

#### **Competencies: 001-002**

#### **Competency 001:**

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

### **Competency 002**

The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. \*Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

### **Essential Learnings:**

By the end of this course, candidates will:

- conduct an analysis of school performance through multiple measures including but not limited to case studies, interviews, and classroom observations and discuss their applications to school improvement through action research.
- develop skills needed to facilitate data-informed decision-making to promote school improvement.
- understand the principal's role in instructional improvement.
- create a vision of instructional quality.
- develop action plans designed for continuous school improvement.
- Identify organizational learning methods and team-building protocols.
- understand the elusive concept of campus culture
- facilitate, sustain, and/or create a campus vision that establishes high expectations for all stakeholders
- develop a guiding coalition to lead and sustain change efforts

**Preparation Resources:**

School Culture Rewired

Gruenert, S., and Whitaker, T. (2015)

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

## **2018-2019 Principal Preparation Certification Program**

### **School and Community Leadership: Building Campus Culture/Leadership**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

This class is designed to help principal candidates better understand the general concept of school culture, learn the strengths and weakness of a specific school culture, and shape a new culture. Candidates will become familiar with what culture is and is not, while utilizing leverage points to address roadblocks.

**Format:** Face-to-Face

**Competencies:** 001-002

#### **Competency 001:**

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

### **Competency 002**

The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. \*Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

### **Essential Learnings:**

By the end of this course, candidates will:

- conduct an analysis of school performance through multiple measures including but not limited to case studies, interviews, and classroom observations and discuss their applications to school improvement through action research.
- develop skills needed to facilitate data-informed decision-making to promote school improvement.
- understand the principal's role in instructional improvement.
- create a vision of instructional quality.
- develop action plans designed for continuous school improvement.
- Identify organizational learning methods and team-building protocols.
- understand the elusive concept of campus culture
- facilitate, sustain, and/or create a campus vision that establishes high expectations for all stakeholders
- develop a guiding coalition to lead and sustain change efforts

**Preparation Resources:**

School Culture Rewired

Gruenert, S., and Whitaker, T. (2015)

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894



## **2018-2019 Principal Preparation Certification Program**

### **Special Populations: ELL/Early Childhood/GT/CTE/Graduation Plans/At-Risk Children**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

This module is designed to provide the principal candidate an overview of the law associated with addressing the needs of special groups. The law leaves Texas educators considerable discretion to deal with reducing the dropout rate and holds districts responsible for the results through the accountability system.

#### **Format: Online**

#### **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

### **Essential Learnings:**

By the end of this course, candidates will:

- understand laws associated with developing an appropriate compensatory or accelerated instruction program for students who are not performing well.
- determine the requirement for dropout rates and district requirements.
- review a dropout prevention plan and resource allotment associated with the initiative.
- evaluate a bilingual program of a district with twenty or more students with limited English proficiency.
- review a district's process for identifying gifted and talented students and the developed program at each of the following grade bands: K-5, 6-8, 9-12.

### **Preparation Resources:**

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Jim Walsh, Frank Kemerer, Laurie Maniotis

ISBN: 9780292722934

May be purchased from [www.legaldigest.com](http://www.legaldigest.com)

## **2018-2019 Principal Preparation Certification Program**

### **Special Populations: Equity, Ethics, and Special Programs**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

This class is designed to assist principal candidates utilize ongoing processes to plan for school improvement and monitor the progress of identified sub-groups in those initiatives. Considering the growing diversity in Texas and the gap that still exists between different student groups, it is essential to address this critical need.

**Format:** Face-to-Face

**Competencies:011**

**Competency 003**

- A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. \*Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

### **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

### **Essential Learnings:**

By the end of this course, candidates will:

- interview a campus principal to glean insight of the programs, processes, and evaluation of a specific program.
- develop a gap analysis for one special population and create a plan for improvement.
- advocate for all children by promoting an equitable education for all students in the learning community.
- determine a program compliance and requirements.

### **Preparation Resources:**

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

End-of-Course Assessment Plan-

file:///C:/Users/kwhite/Downloads/HB3-AppendixB.pdf

## **2018-2019 Principal Preparation Certification Program**

### **Instructional Leadership: Managing the Learning Environment/Leading Teaching and Learning**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, the principal will explore how belief systems and philosophies shape curriculum and the learning environment. The principal candidate will explore methods for building community, establishing a learner-friendly culture, and how to treat students with respect. This module concludes with an emphasis on content planning, formative assessments, instruction, and community building.

#### **Format: Face-to-Face**

#### **Competencies 003-004-005-007-010**

**Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction.

A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. \*Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

#### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

#### **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow  
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan



C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

### **Essential Learnings:**

By the end of this course, candidates will:

- embark in a learning scenario that requires collaboration and coaching to develop a learning map for a teacher.
- understand the importance of a partnership with teachers through instructional coaching and feedback.
- select instructional frameworks and protocols based on campus needs.
- engage in real-life application of learning.
- practice and reflect on the deliberate practice of coaching others.

## **Preparation Resources:**

### High Impact Instruction

Knight, J (2013)

Leverage Leadership: A Practical Guide to Building Exceptional School Leaders.  
Bambrick-Santoyo, P. (2012)

### School Leadership that Works: From Research to Results

Robert Marzano, Timothy Waters, Brian A. McNulty

ISBN: 9780292760844

### SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

### The Art of Coaching: Effective Strategies for School Transformation.

Aguilar, E. (2013)

**2018-2019 Principal Preparation Certification Program  
State and Federal Accountability**

**Instructors:**

Deena Cornblum    O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White      O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:**                      By appointment, phone, or email

**Course Description**

In this module, the principal candidate will be exposed to the role the campus principal has in accountability of school improvement efforts. The candidate will disaggregate data to determine district and campus effectiveness and compliance to state and federal laws. Activities in this module will reflect an emphasis on data integrity and analysis, improvement planning and implementation, monitoring, and progress monitoring.

**Format: Online**

**Competencies: 008-009**

**Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. \*Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. \*Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## **Competency 009**

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

### **Essential Learnings:**

By the end of this course, candidates will:

- explore the Texas Accountability Intervention System.
- become familiar with the requirements related to Performance Index Indicators.
- compile information from multiple forms of data to communicate an effective school image.
- locate and analyze a Texas Academic Performance Report (TAPR) for a specified school

### **Preparation Resources:**

2017 Accountability Manual (Texas Education Agency)

<https://tea.texas.gov/2017accountabilitymanual.aspx>

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

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ISBN-13: 978-0134449890/ISBN-10: 0134449894

House Bill 22 Overview

[https://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/  
House\\_Bill\\_22\\_Overview\\_and\\_Expected\\_Timeline\\_for\\_Implementation](https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/House_Bill_22_Overview_and_Expected_Timeline_for_Implementation)

## **2018-2019 Principal Preparation Certification Program**

### **Instructional Leadership: Sustaining an Instructional Program for Staff Professional Growth**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this module, the candidate will explore the complexities of collective and individual efficacy as it relates to school improvement efforts. Candidates will explore Bambrick's (2010) 4 Key Principles: Assessment, Analysis, Action, and Culture to improve instruction.

#### **Format: Face-to Face**

#### **Competencies: 003-004-005-007**

**Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction.

A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. \*Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

#### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

#### **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow  
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Essential Learnings:**

By the end of this course, candidates will:

- define a roadmap for rigor and adapt professional development to meet teacher needs.
- create a backward design map of instructional standards of a selected content area.
- understand how to lead a interim assessment analysis meeting.
- develop feedback based on a classroom observation.



- differentiate professional development based on the needs of individuals and professional learning communities.
- use effective questioning techniques to empower others and promote reflection.
- define the role of assessment in learning.
- identify ways to measure learning.

**Preparation Resources:**

High Impact Instruction

Knight, J (2013)

Leverage Leadership: A Practical Guide to Building Exceptional School Leaders.

Bambrick-Santoyo, P. (2012)

School Leadership that Works: From Research to Results

Robert Marzano, Timothy Waters, Brian A. McNulty

ISBN: 9780292760844

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

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ISBN-13: 978-0134449890

ISBN-10: 0134449894

The Art of Coaching: Effective Strategies for School Transformation.

Aguilar, E. (2013)

**2018-2019 Principal Preparation Certification Program  
Strategic Operations: Data Management**

**Instructors:**

Deena Cornblum    O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White      O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:**                      By appointment, phone, or email

**Course Description**

In this module, candidates will analyze multiple data sources to bring all the information together for continuous school improvement. The course will expose candidates to Bernhardt's (2016) four school processes (instructional, organizational, administrative, and continuous school improvement processes) related to school improvement.

**Format: Face-to-Face**

**Competencies 009-010**

**Competency 009**

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

### **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## **Essential Learnings:**

By the end of this course, candidates will:

- assess the current state of a campus by using a wide set of evidence.
- understand how to establish structures to facilitate improvement.
- plan a series of activities related to campus goals.
- analyze perception data from surveys and/or questionnaires.
- describe trends in demographic data of a data set.
- rank a major school initiative based on Bernhardt's Continuous Improvement and Evaluation framework.

## **Preparation Resources:**

Data, Data Everywhere

Victoria Bernhardt (2016)

School Leadership that Works: From Research to Results

Robert Marzano, Timothy Waters, Brian A. McNulty (2005)

ISBN: 9780292760844

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

## **2018-2019 Principal Preparation Certification Program**

### **Building Purposeful Community**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

#### **Office Hours:**

By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will explore various ways to create a shared purpose to produce outcomes that matter to all stakeholders in the learning community.

Collaboration is key to implementing a campus vision. The candidate will understand the leader's responsibility to develop and challenge people for maximum results.

#### **Format: Face-to-Face**

#### **Competencies 001-002-007-008**

##### **Competency 001**

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

### **Competency 002**

The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. \*Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Essential Learnings:**

By the end of this course, candidates will:

- understand the role of stakeholders in educating a community's children.
- identify personality traits of self and others and the impact they have on school improvement efforts.
- describe the characteristics of a purposeful community such as shared goals, agreed-upon processes, and collective efficacy.
- determine essential assets to leverage.
- transition from linear to systems thinking.
- identify areas and establish conditions for early wins.
- facilitate agreement on values and guiding principles.
- build on these experiences to reinforce group beliefs.

### **Preparation Resources:**

Cameron, G. & Goodwin, B. (2015). *Balanced Leadership for Powerful Learning*.

Coulter, N.(2010) *Leadership Tools for School Principals: Organizational strategies for survival and success*.

## **2018-2019 Principal Preparation Certification Program**

### **Site-Based Decision Making/Budget & Finance**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will understand the structures of a site-based decision-making team structures and protocols. Principal candidates will explore the roles and responsibilities of stakeholders in the decision-making process. A campus improvement plan will serve as a guide for resource alignment, allocation, and management.

**Format:** Face-to-Face

**Competencies:** 009-010

#### **Competency 009**

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes

. A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning



D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

### **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

### **Essential Learnings:**

By the end of this course, candidates will:

- participate in a campus planning scenario
- establish a structure of accountability for the team.
- cooperate with staff to encourage consensus-based decision making
- create a long-rang commitment to implementation
- coordinate resources to support regular and special programs.
- engage in a campus needs assessments using the “5 Why Process”

**Preparation Resources:**

Site-based Decision Making Module. Texas Education Agency Financial Accountability System Resource Guide (2010). file:///C:/Users/kwhite/Downloads/SbdmV14.pdf

Budgeting Module. Texas Education Agency Financial Accountability System Resource Guide (2010). file:///C:/Users/kwhite/Downloads/BudV14.pdf

## **2018-2019 Principal Preparation Certification Program**

### **Managing Change**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will explore what motivates people to change and why some change does not last. Since change is an iterative process, a potential campus leader must understand various leadership responsibilities. Candidates will learn how to proactively combat the negative effects of first and second order change.

**Format:** Face-to Face

#### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. \*Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. \*Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

#### **Essential Learnings:**

By the end of this course, candidates will:

- establish a clear focus of change initiatives.
- understand the classic psychological reactions to change.
- determine next steps when people resist change.
- evaluate people's stages of concern in the change process.
- plot people's level of resistance and devise a plan to address individuals.
- evaluate progress and make adjustments during the change process initiative.

**Preparation Resources:**

Bryan Goodwin, G. C. (2015). *Balanced Leadership for Powerful Learning ; Tools for Achieving Success in Your School*. Alexandria, VA: ASCD.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.

Robert J Marzano, T. W. (2005). *School Leadership that Works; From Research to Results* . Alexandria, VA: ASCD.

## **2018-2019 Principal Preparation Certification Program**

### **School Board and Community Relations**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this module, principal candidate will reference the Texas Association of School Boards' policy guidelines and review local policy guidelines. Candidates will identify codes for board meetings, board members' roles and responsibilities, student conduct and discipline, and employment conditions.

#### **Format: Online**

#### **Competencies 001-002-010**

#### **Competency 001**

**The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

- A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

### **Competency 002**

**The beginning principal knows how to work with stakeholders as key partners to support student learning.**

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. \*Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

### **Competency 010**

**The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

### **Essential Learnings:**

By the end of this course, candidates will:

- understand the role of good school governance.
- attend and evaluate a school board meeting.
- explore the framework for school development (vision, structure, accountability, advocacy, and unity).
- recognize the impact decisions at the district level have on campus level decisions.

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**Preparation Resources:**

Framework for School Board Development. Texas Education Agency.

[https://tea.texas.gov/Texas\\_Schools/School\\_Boards/School\\_Board\\_Member\\_Training/Framework\\_for\\_School\\_Board\\_Development/](https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/)



## **2018-2019 Principal Preparation Certification Program**

### **Special Education**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

#### **Office Hours:**

By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will explore law associated with special education. About one of every eight Texas public school students need special education services. It is vital that principal candidates understand how to access data and reports available for staff, students, and families.

#### **Format: Face-to-Face**

#### **Competencies 004-005**

#### **Competency 004**

**The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

### **Competency 005**

**The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Essential Learnings:**

By the end of this course, candidates will:

- understand how to locate special education resources on the Texas Education Agency's website
- develop procedures for ensuring effective guidance during the admission, review, and dismissal (ARD) process.

- ensure parents understand their rights in the admission, review, and dismissal (ARD) process.
- respond to scenarios and make decisions related to special education services.
- explore various models of instructional delivery pertaining to students with disabilities.
- allocate resources and funds

### **Preparation Resources:**

Special Education in Texas A-Z Index. Texas Education Agency.

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Special\\_Education/Parent\\_and\\_Family\\_Resources/Guidance\\_on\\_Admission\\_Review\\_and\\_Dismissal\\_Guide\\_Production\\_and\\_Required\\_Dissemination/](https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Parent_and_Family_Resources/Guidance_on_Admission_Review_and_Dismissal_Guide_Production_and_Required_Dissemination/)

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Jim Walsh, Frank Kemerer, Laurie Maniotis

ISBN: 9780292722934

May be purchased from [www.legaldigest.com](http://www.legaldigest.com)

## **2018-2019 Principal Preparation Certification Program**

### **Title I, II, and Compensatory Education**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this module, principal candidates will explore the components of Title programs and identify their role in compliance and accountability. Principal candidates will determine how to best use Title I funding to best meet the needs of students.

**Format:** Online

**Competencies:** 009-011

**Competency 009**

**The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

## **Competency 011**

**The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

## **Essential Learnings:**

By the end of this course, candidates will:

- determine program compliance requirements.
- evaluate existing practices related to Title programs.
- learn about ongoing processes needed to determine program effectiveness to plan for improvement.
- understand implications related to No Child Left Behind Act, Secondary Education Act, and Every Student Succeeds Act.

- create compensatory educational plans to accelerate students who meet a locally-defined criteria.

### **Preparation Resources:**

Every Student Succeeds Act Consolidated State Plan. Texas Education Agency.  
[https://tea.texas.gov/About\\_TEA/Laws\\_and\\_Rules/ESSA/Every\\_Student\\_Succeeds\\_Act/](https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/)

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning.  
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Part A- Improving Basic Programs Operated by Local Educational Agencies. U.S. Department of Education.  
<https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1120>

State Compensatory Education. Texas Education Agency.  
[https://tea.texas.gov/Texas\\_Schools/Support\\_for\\_At-Risk\\_Schools\\_and\\_Students/State\\_Compensatory\\_Education/](https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/State_Compensatory_Education/)

## **2018-2019 Principal Preparation Certification Program**

### **Preparing and Responding to Crisis: Suicide Prevention, Bullying, and Threats**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will to what extent learning and health are interrelated. Schools play a vital role in promoting the health and safety of staff and students. In addition, principal candidates will evaluate their school's school emergency plans to ensure that it is adequate, feasible, acceptable, complete, and compliant based on the High-Quality Emergency Operations Planning Tool from Texas State Texas School Safety Center.

#### **Format: Face-to-Face**

#### **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity.

### **Essential Learnings:**

By the end of this course, candidates will:

- understand how the Six Planning Principles form the foundation for the entire emergency planning process.
- consider the three tiers of school planning: strategic, operational, and tactical considerations
- use situational awareness to identify threats and hazards.
- evaluate overall risk and purposively prioritize threats.

### **Preparation Resources:**

High-Quality Emergency Operations Planning Tool. Texas State Texas School Safety Center. [https://rmt.txssc.txstate.edu/tools/hq-eop/all\\_resources](https://rmt.txssc.txstate.edu/tools/hq-eop/all_resources)

School Safety Law Toolkit. Texas State Texas School Safety Center. <https://txssc.txstate.edu/tools/law-toolkit/>

School Safety and Security Standards Toolkit. Texas State Texas School Safety Center. <https://txssc.txstate.edu/tools/standards-toolkit/>



**2018-2019 Principal Preparation Certification Program  
Chapter 37 Discipline & PEIMS**

**Instructors:**

Deena Cornblum    O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White      O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:**                      By appointment, phone, or email

**Course Description**

In this class, principal candidates will understand laws related to student discipline, law, and order in public schools. Candidates will evaluate whether discipline policies are in compliance with statutes.

**Format: Face-to-face**

**Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity.

**Essential Learnings:**

By the end of this course, candidates will:

- understand the law as it relates to student discipline
- review data sources in the Public Education Information Management System (PEIMS).
- evaluate local disciplinary policy related to Chapter 37 of the Texas Education Code (TEC)
- Recognize risk factors and indicators related to human trafficking

**Preparation Resources:**

Chapter 37-Safe Schools. Texas Education Agency.

[https://tea.texas.gov/Texas\\_Schools/Safe\\_and\\_Healthy\\_Schools/Chapter\\_37\\_-\\_Safe\\_Schools/](https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Chapter_37_-_Safe_Schools/)

## **2018-2019 Principal Preparation Certification Program**

### **Instructional Leadership: Progress Monitoring- Informal and Formal Assessments**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, principal candidates will examine how they spend their time related to instructional leadership. This course emphasizes the importance of using data to inform instruction and other related decisions. The course will use Bambrick's (2012) model for assessment, analysis, action, and systems.

#### **Format: Face-to-Face**

#### **Competencies: 003-004-005-007**

**Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. \*Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

#### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

#### **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow  
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Essential Learnings:**

By the end of this course, candidates will:

- define a roadmap for rigor.
- determine where students are struggling and why.
- implement new plans to respond to this analysis.
- create systems and procedures to ensure continual data-driven improvement.
- audit curriculum and assessments for alignment and rigor.
- evaluate a teacher's lesson plan and instructional activities for alignment.
- Practice coaching individuals and/or teams in response to data.

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**Preparation Resources:**

High Impact Instruction

Knight, J (2013)

Leverage Leadership: A Practical Guide to Building Exceptional School Leaders.  
Bambrick-Santoyo, P. (2012)

School Leadership that Works: From Research to Results

Robert Marzano, Timothy Waters, Brian A. McNulty

ISBN: 9780292760844

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

The Art of Coaching: Effective Strategies for School Transformation.

Aguilar, E. (2013)

## **2018-2019 Principal Preparation Certification Program**

### **Instructional Leadership: Progress Monitoring- Informal and Formal Assessments**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this class, principal participants will explore concrete, practical approaches to lead schools to significant student achievement gains. Principal candidates will utilize frameworks and protocols to determine if students are learning and identify proof that the instructional program is effective. At the conclusion of this class, participants will be able to select inferior assessments, determine an effective assessment schedule, and follow-up with individual teachers or professional learning communities effectively.

#### **Format: Face-to-Face**

#### **Competencies: 003-004-005-007**

**Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. \*Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

#### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

#### **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities



C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow  
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Essential Learnings:**

By the end of this course, candidates will:

- design high-impact instruction to accelerate student learning.
- identify gaps in student performance.
- Engage in intensive-explicit instruction.
- create a learner-friendly culture that encourages risk-taking.
- Implement progress monitoring protocols.

**Preparation Resources:**

High Impact Instruction

Knight, J (2013)

Leverage Leadership: A Practical Guide to Building Exceptional School Leaders.

Bambrick-Santoyo, P. (2012)

School Leadership that Works: From Research to Results

Robert Marzano, Timothy Waters, Brian A. McNulty

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ISBN-13: 978-0134449890

ISBN-10: 0134449894

The Art of Coaching: Effective Strategies for School Transformation.

Aguilar, E. (2013)

## **2018-2019 Principal Preparation Certification Program**

### **Personnel Management and Documentation**

#### **Instructors:**

Deena Cornblum O: 254-297-1126, E: [dcornblum@esc12.net](mailto:dcornblum@esc12.net)

Keonna White O: 254-297-1114 E: [kwhite@esc12.net](mailto:kwhite@esc12.net)

Website: [https://www.esc12.net/page/cert\\_ppcp](https://www.esc12.net/page/cert_ppcp)

**Office Hours:** By appointment, phone, or email

#### **Course Description**

In this module, candidates will understand the importance of hiring quality applicants, providing appropriate professional development opportunities, and coaching staff members to maximum potential. Principal candidates will also explore regulations and state laws regarding recruiting, interviewing, selecting, recommending for hire, evaluating, and dismissing of personnel.

**Format: Online**

**Competencies: 005-006**

#### **Competency 005**

**The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 006**

**The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

A. \*Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. \*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. \*Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. \*Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

### **Essential Learnings:**

By the end of this course, candidates will:

- understand requirements associated with due process.
- explore various types of employment arrangements available for school personnel.
- respond to scenarios related to the management of school personnel.
- Identify resources to guide school leaders in making effective personnel decisions.

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**Preparation Resources:**

School Culture Rewired

Gruenert, S., and Whitaker, T. (2015)

SuperVision and Instructional Leadership: A Developmental Approach (10th Edition)

Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon

ISBN-13: 978-0134449890

ISBN-10: 0134449894

The Educator's Guide to Texas School Law, 8<sup>th</sup> Edition

Jim Walsh, Frank Kemerer, Laurie Maniotis

ISBN: 9780292722934

**Attachment F**  
**EPP Evaluation Process and Metrics**

## Principal Preparation and Certification Program Writing Screening

Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please select and answer two questions from the following list. Use the space provided.

Writing will be evaluated for focus, development of ideas, coherence and flow, grammar and usage, and word choice.

1. Describe the approach you would use to acquire the support necessary to resolve a situation with an angry parent concerning failing grades.
2. Discuss five areas where you think a school leader should involve others and explain why.
3. How should a principal establish the moral climate and culture of a campus?
4. Reflect upon a time when you worked most effectively with a team. What made that team effective and what can you take from that experience? How did the principal support teamwork?

Question Prompt #\_\_\_\_\_

[illegible]

## Principal Preparation and Certification Program Writing Screening

[illegible]

Question Prompt #\_\_\_\_\_



## Principal Preparation and Certification Program Writing Screening

[illegible]

## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Principal Preparation and Certification Program Writing Screening

Candidate Name: _____				Date: _____
Criteria to be Assessed	4	3	2	1
1. Ideas	Writing successfully presents the topic in a novel or unique way. Writing includes excellent and specific concrete detail and insightful commentary.	Writing presents the topic in an interesting way. Writing includes good concrete detail and some insightful commentary.	Writing presents the topic in an ordinary way. Writing includes concrete detail, but commentary is obvious, simplistic, or generic.	Writing presents topic in an ordinary way. Concrete details and commentary are either weak or missing.
2. Organization	Writing has a compelling and logical flow of ideas.	Writing has a logical flow of ideas.	Organization is rough but workable. It sometimes gets off topic.	Writing is aimless and disorganized.
3. Topic Sentences and Transitions	Paragraphs have focused and poignant topic sentences and smooth, almost seamless transitions.	Paragraphs have focused topic sentences and obvious transitions.	Paragraphs have topic sentences that need to be more focused and rough transitions.	Paragraphs lack topic sentences and transitions.
4. Description	Writing consistently and effectively shows rather than tells through specific and vivid details.	Writing shows rather than tell, but details could be more specific and vivid.	Writing includes some showing but needs more.	Writing uses all telling and no showing.
5. Voice	Writing reveals your unique personality and view of the world, leaving the reader to want to know more about who you are.	Writing reveals some of your thoughts and feelings, but needs more personality behind it.	Writing is bland. There is either no hint of a real person behind the writing.	Writing is too informal. It sounds like you don't care about the topic of the essay.
6. Word Choice	Writing uses words that are striking and fresh but natural, varied, and vivid.	Writing makes some quality but also some routine or ordinary word choices.	Writing uses words that are dull or uninspired. Writing sounds like you are trying too hard to impress.	Writing uses the same words over and over. Some words may be confusing or inappropriate.
7. Grammar Usage and Sentence Fluency	Writing uses proper grammar 100% of the time. Sentences flow well and vary in construction and length.	Writing has a few grammar problems. Sentences flow well but do not vary much.	Writing has enough grammar errors to distract a reader. Some sentences do not flow well and/or are not varied at all.	Writing has numerous grammar mistakes and poor sentence construction that make the paper hard to read.
8. Spelling and Punctuation	Writing uses correct punctuation and spelling 100% of the time.	Writing has a few errors to fix, but generally uses correct conventions.	Writing has enough errors in the essay to distract a reader.	Writing has numerous errors that make the paper hard to read.

Total Score \_\_\_\_\_ X 3.13 = \_\_\_\_\_ /100 (Cut score=75)

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

**Introduction**

**1. Briefly tell about yourself and why you want to earn a principal certification.**

0	2	4	6	8	10	
No Response	vague answer	Lengthy but too general	States to make a difference but general	More specific	Student centered-concise and focused	Score

**Campus Culture**

**2. You are a new principal. How do you establish working relationships with new people on your campus? (Fellow administrators, central office, office staff, etc) What might you do in August to begin building a campus culture and community with your new staff?**

0	2	4	6	8	10	
No Response	Expects others to take the initiative	Identifies that cooperation is needed	Discusses creating relationships but vague	Discusses creating relationships and also has ideas of how	Discusses relationships, flexibility, and valuing what others bring to the conversation. Has ideas.	Score

**3. Two students are sent to your office with discipline referrals for fighting. What do you do?**

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
Makes irrelevant suggestions; unaware of student discipline policies.			Addresses possible injuries; follows district policy and procedures while respecting dignity of students. Mentions fairness or due process. Discusses parent communication.			<b>Score</b>

  

**4. A parent comes into your office, complaining that a teacher is being unfair to students. How do you respond to this. What are your first steps?**

<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
Immediately takes sides with either the parent or teacher and becomes defensive			Encourage the parent to conference with the teacher; discusses need to investigate; talks to the student and teacher			<b>Score</b>

  

**Learner-Centered**

**5. In your view, what is the role of the principal?**

<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
	Difficulty being specific		Expresses specific qualities; student centered, instructional leadership, advocate, visionary, etc.			<b>Score</b>

  

**6. What do you expect the "typical" school day of a principal to hold? Describe the daily activities**

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

**and routines of a principal.**

0	2	4	6	8	10	
Vague- no plan		Attends to office duties (phone calls, email, paperwork, discipline)		Plans to be visible to students and staff, check on classrooms, greet students, coach teachers, be present for parents		Score

**7. You need to fill a teaching vacancy on your campus. What specific characteristics should the ideal applicant have?**

0	2	4	6	8	10	
Any qualified applicant will do; mentions few characteristics of a good teacher			Discusses the need to fit with the campus vision; mentions finding someone to complement the existing team, states explicit qualities and expectations			Score

**Leadership**

**8. Describe a project or initiative yo have led on our campus. What did you learn about planning and leading others from this experience?**

0	2	4	6	8	10	
Has never led anything		Demonstrates limited leadership knowledge		Success is due to the team; failure is an opportunity to learn; need for planning		Score

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

**9. Your campus test scores need to improve. How do you ensure staff involvement and “buy-in” regardless of the specific test improvement activities selected?**

0	2	4	6	8	10	
Directives; mandates, or other top-down approaches	Select a few staff members to form an implementation committee			Involve the entire staff in all phases; research; refer to data, plan for implementation		Score

**10. Your superintendent directs you to do something that you feel would not be in the best interest of our students. How would you respond to the superintendent?**

0	2	4	6	8	10	
Immediately comply without discussion; argue; become defensive	Tactfully question the decision; ask questions and provide supporting evidence for reasons			Suggest an alternative; support with data, advocate for students-respectfully		Score

**Initiative and Involvement**

**11. During your workplace experience, have there been times when you’ve done something extra that was beyond your normal job duties? Explain.**

0	2	4	6	8	10	
No example or limited example that is something that really connects to assigned position	Helps with office duties or is available and willing			Planned an event or went beyond for a student, family, or fellow co-worker		Score

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

**Professionalism**

**12. You sign a contract with a school district for an administrator position. Two weeks before you are to report, you are offered another job in another district for more money. What do you do?**

0	2	4	6	8	10	
Ask to be released from the current contract to accept the better offer		Consider the pros and cons of asking to be released from the contract		Decline the new offer, stating the intent to honor the current contract. Mentions integrity		Score

**13. Communication Skills: Grammar, volume, pronunciation, focus on subject matter, ease of discussion.**

0	2	4	6	8	10	
Inappropriate language; much too loud or passive; does not answer questions		Too loud or passive; loses focus occasionally; strained discussion		Appropriate grammar, volume, focus on subject matter, able to elaborate with ease		Score

**14. Professional Presence: Body language, appearance, eye contact**

0	2	4	6	8	10	
Unprofessional dress; body language and verbal language do not match; little to no eye contact		Dress is acceptable; body language is too relaxed; little eye contact		Professional dress; attentive, body language; maintains eye contact		Score



Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score \_\_\_\_\_/150  
Cut Score=85

**Principal Preparation and Certification Program  
Interview Instrument**

**15. Attitude/Demeanor**

0	2	4	6	8	10	
Too forceful or too passive; defensive or acts as if knows it all or lack confidence; expresses negativity		Positive; evidence of a personal vision		Positive; evidence of a personal vision and also has a plan for the future and role in educational leadership		

**Principal Preparation and Certification Program  
Practicum Benchmark Check-In**

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ Campus: \_\_\_\_\_

Observation 1: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Competencies Observed: \_\_\_\_\_ Practicum Hours Completed: \_\_\_\_\_

001\_\_ 002\_\_ 003\_\_ 004\_\_ 005\_\_ 006\_\_ 007\_\_ 008\_\_ 009\_\_ 010\_\_ 011\_\_

Notes:

Observation 2: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Competencies Observed: \_\_\_\_\_ Practicum Hours Completed: \_\_\_\_\_

001\_\_ 002\_\_ 003\_\_ 004\_\_ 005\_\_ 006\_\_ 007\_\_ 008\_\_ 009\_\_ 010\_\_ 011\_\_

Notes:

Observation 3: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Competencies Observed: \_\_\_\_\_ Practicum Hours Completed: \_\_\_\_\_

001\_\_ 002\_\_ 003\_\_ 004\_\_ 005\_\_ 006\_\_ 007\_\_ 008\_\_ 009\_\_ 010\_\_ 011\_\_

Notes:

**Principal Preparation and Certification Program  
 Practicum Benchmark Check-In**

Additional Observations: \_\_\_\_\_

Start Time:\_\_\_\_\_ End Time: \_\_\_\_\_

Competencies Observed:

Practicum Hours Completed: \_\_\_\_\_

001\_\_ 002\_\_ 003\_\_ 004\_\_ 005\_\_ 006\_\_ 007\_\_ 008\_\_ 009\_\_ 010\_\_ 011\_\_

Notes:

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Additional Observations: \_\_\_\_\_

Start Time:\_\_\_\_\_ End Time: \_\_\_\_\_

Competencies Observed:

Practicum Hours Completed: \_\_\_\_\_

001\_\_ 002\_\_ 003\_\_ 004\_\_ 005\_\_ 006\_\_ 007\_\_ 008\_\_ 009\_\_ 010\_\_ 011\_\_

Notes:

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\_\_\_\_\_  
 Field Supervisor Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 PPCP Intern Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Mentor Signature

\_\_\_\_\_  
 Date

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Intern Formative Evaluation

Intern: \_\_\_\_\_ Date: \_\_\_\_\_ Mentor: \_\_\_\_\_

District: \_\_\_\_\_ Campus: \_\_\_\_\_

**4- Accomplished 3- Proficient 2- Developing 1-Improvement Needed NA- Not Applicable**

Evidence	Descriptions
<p>Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</p> <p>Mentor Evidence:</p>	<p>A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals</p> <p>B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision</p> <p>C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision</p> <p>D. Aligns financial, human, and material resources to support implementation of a campus vision and mission</p> <p>E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision</p> <p>F. Models and promotes the continuous and appropriate development of all stakeholders in</p>

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					<p>the school community, to shape the campus culture</p> <p>G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment</p> <p>H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture</p> <p>I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students</p> <p>J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale</p>

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					D. *Ensures that parents and other members of the community are an integral part of the campus culture
1	1	3	4	NA	
<p>Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.</p> <p>Mentor Evidence:</p>					<p>A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research</p> <p>B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs</p> <p>C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment</p> <p>D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards</p> <p>E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning</p>
1	2	3	4	NA	

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**Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

**Mentor Evidence:**

1	2	3	4	NA

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

**Competency 005:** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting,

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					D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
1	2	3	4	NA	
<p><b>Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.</b></p> <p><b>Mentor Evidence:</b></p>					<p>A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences</p> <p>B. *Develops and implements strategies for systematically communicating internally and externally</p> <p>C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies</p> <p>D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals</p>
1	2	3	4	NA	
<p><b>Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</b></p> <p><b>Mentor Evidence:</b></p>					<p>A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning</p> <p>B. Gathers and organizes information from a variety of sources to facilitate creative thinking,</p>

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	<p>critical thinking, and problem solving to guide effective campus decision making</p> <p>C. *Frames, analyzes, and creatively resolves campus problems using effective problem solving techniques to make timely, high-quality decisions</p> <p>D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision</p> <p>E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals</p>										
<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>NA</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	1	2	3	4	NA						
1	2	3	4	NA							
<p>Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.</p> <p>Mentor Evidence:</p>	<p>A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans</p> <p>B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes</p> <p>C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning</p> <p>D. Implements appropriate management techniques and group processes to define roles,</p>										

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	assign functions, delegate authority, and determine accountability for campus goal attainment				
	1	2	3	4	NA
Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.					
Mentor Evidence:	A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment				
	B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan				
	C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)				
	D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants				
	E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)				
	F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental,				

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						social, and cultural needs of students
						G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
						H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
	1	2	3	4	NA	
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.						
Mentor Evidence:						
						A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
						B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
						C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
						D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
						E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

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					<p>F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs</p> <p>G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities</p> <p>H. Articulates the importance of education in a free, democratic society</p>
1	2	3	4	NA	

Area of Reinforcement:

Area of Refinement:

Additional Comments/Needs:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Asterisk notes TEA Priority Statements for beginning Principals

3-18/SCL

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### Intern Summative Evaluation

Intern: \_\_\_\_\_ Date: \_\_\_\_\_ Mentor: \_\_\_\_\_

District: \_\_\_\_\_ Campus: \_\_\_\_\_

**4- Accomplished 3- Proficient 2- Developing 1-Improvement Needed NA- Not Applicable**

Evidence	Descriptions
<p>Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</p> <p>Mentor Evidence:</p>	<p>A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals</p> <p>B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision</p> <p>C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision</p> <p>D. Aligns financial, human, and material resources to support implementation of a campus vision and mission</p> <p>E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision</p> <p>F. Models and promotes the continuous and appropriate development of all stakeholders in</p>

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						<p>the school community, to shape the campus culture</p> <p>G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment</p> <p>H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture</p> <p>I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students</p> <p>J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale</p>	
	1	2	3	4	NA		
<p>Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.</p> <p>Mentor Evidence:</p>							<p>A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision</p> <p>B. Implements strategies to ensure the development of collegial relationships and effective collaboration</p> <p>C. *Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning</p>

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					D. *Ensures that parents and other members of the community are an integral part of the campus culture
1	1	3	4	NA	
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.					
Mentor Evidence:					
					A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
					B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
					C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
					D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
					E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning
1	2	3	4	NA	



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**Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

**Mentor Evidence:**

1	2	3	4	NA

**A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction**

**B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)**

**C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement**

**D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap**

**E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions**

**Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

**A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff**

**B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting,**

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## Principal Preparation and Certification Program

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					D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
1	2	3	4	NA	
Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.					
Mentor Evidence:					
1	2	3	4	NA	A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
					B. *Develops and implements strategies for systematically communicating internally and externally
					C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
					D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.					
Mentor Evidence:					
A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning					
B. Gathers and organizes information from a variety of sources to facilitate creative thinking,					

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	<div></div> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>NA</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					1	2	3	4	NA						<p>critical thinking, and problem solving to guide effective campus decision making</p> <p>C. *Frames, analyzes, and creatively resolves campus problems using effective problem solving techniques to make timely, high-quality decisions</p> <p>D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision</p> <p>E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals</p>
1	2	3	4	NA												
<p>Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.</p> <p>Mentor Evidence:</p>						<p>A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans</p> <p>B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes</p> <p>C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning</p> <p>D. Implements appropriate management techniques and group processes to define roles,</p>										

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	assign functions, delegate authority, and determine accountability for campus goal attainment				
	1	2	3	4	NA
Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.					
Mentor Evidence:					
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment					
B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan					
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)					
D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants					
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)					
F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental,					

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						social, and cultural needs of students
						G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
						H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
	1	2	3	4	NA	
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.						
Mentor Evidence:						
						A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
						B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
						C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
						D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
						E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

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1	2	3	4	NA							

Area of Reinforcement:

Area of Refinement:

Summative Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Asterisk notes TEA Priority Statements for beginning Principals

3-18/SCL